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The notes are quite full, and at the beginning, are adapted to work of the most elementary character. Scattered along through the grammatical references and the historical explanations are many suggestions that cannot fail to be helpful and stimulating. A special effort seems to have been made to warn the student faithfully against the common errors of translation.

Following the notes are exercises in writing Latin, covering about twenty-eight pages. The sentences for translation are based upon the Latin text, and there pupils must look for vocabulary and models of construction. In each exercise some syntactical point is emphasized. The vocabulary at the end of the book seems to be entirely adequate, but has no special features.

Teachers have often, and justly, complained that it is unwise to spend so large a part of the time in reading the monotonous chronicles of Caesar, when there is available so much biography and history that are both helpful and interesting. The *Junior Latin Book* certainly furnishes variety, and, what is a matter of serious consideration in some quarters, this variety is secured at the price of one volume. The book, therefore, deserves careful consideration from all teachers of Latin in secondary schools.

FRANK A. GALLUP

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Discussions in Education. By FRANCIS A. WALKER. Henry Holt & Co. 1899.

PRESIDENT WALKER turned his attention to education when in middle life. During his lifetime he was doubtless known as an educator chiefly through his splendid administration of the Massachusetts Institute of Technology. His popular reputation was as an economist rather than as a leader in educational thought. How thoroughly he studied and clearly grasped many of the leading problems of the educational field is clearly shown in this volume, which comprises the most important addresses and papers of which he was the author. The book is divided into four main groups, the first comprising papers upon technological education, the second upon manual education, the third those upon the teaching of arithmetic, and the fourth upon various college problems. All of these papers have been more or less widely known, though perhaps those upon the teaching of arithmetic have attracted the most general attention on account of the studies upon

which they were based and upon the somewhat novel conclusions to which they tend. As a monument to the educational service of General Walker, the book would have its place in educational literature, but the scope and power of the contents make the work a permanent contribution to the development of educational thought and principle. The subjects treated cover almost every phase of formal education. In the discussions of technological education and manual education, President Walker's words have the force of expert authority, while upon such questions as secondary schools, higher education, and normal training in teacher's colleges his views have the interest that always attaches to the words of a clear sighted and brilliant observer. It is certainly well worth while that these scattered educational essays and addresses should be thus brought together in permanent and significant form.

C. H. THURBER

Talks to Teachers on Psychology: and to Students on some of Life's Ideals. By WILLIAM JAMES. Henry Holt & Co. 1899.

PROFESSOR JAMES is the psychologist who writes like a novelist. Doubtless, there are novels to be found more fascinating than these Talks to Teachers, but there are no other Talks to Teachers to be compared to them in attractiveness and informality of presentation. That some other title was not chosen for the book may well be a matter for regret: Talks to Teachers on Psychology is a very formidable phrase. Teachers as a body are by no means fond of being talked to on psychology. It will be a revelation to many who read this book to find that psychology is really interesting. It will be still more of a revelation to find that the psychologist can be delightfully entertaining in talking about so frightful a subject as the application of psychology to pedagogy. All the topics one might expect are here, but many of them are under new names. There is interest, attention, memory, apperception, and the will, to be sure, but there are also the Stream of Consciousness, the Child as a Behaving Organism, Education and Behavior, Native and Acquired Reactions, and the like. Thus there is a reasonable variety introduced into the old technical jargon. Concluding the book are three Talks to Students the subjects being: The Gospel of Relaxation, On a Certain Blindness in Human Beings, and What makes a Life Significant? It is doubtless a sad fact that an overwhelming majority of teachers either never have had their attention attracted to psychology, or have been repelled from it by a formal and